

California Workforce Investment Board
Response to Department of Labor
Vision and Goals

V I S I O N

In order to achieve sustainable economic growth, meet the demands of global competition in the changing economy, and improve the quality of life for Californians, the State shall have a collaborative, inclusive and flexible workforce development system that fully engages the public and private sectors, integrates education and workforce preparation, and offers Californians lifelong opportunities to maximize their employment potential.

G O A L S a n d O B J E C T I V E S

Achieving Economic Growth

GOALS: Promote private and public sector partnerships that drive change, and meet the needs of the changing economy.

OBJECTIVES:

- Provide Labor Market Information that is accurate, timely, dynamic, and supports our knowledge base of industry clusters and regional economies.
- Encourage and test new methods for research to understand the needs of industry clusters, improve program design and streamline service delivery.
- Foster mutual public and private sector confidence to ensure goals of change and economic growth.
- Project trends and develop strategies to meet the demands of economic growth and a changing global economy.

Demands of Changing Economy

GOAL: Develop systems to bridge employer needs and job seeker skills required by the changing economy.

OBJECTIVES

- Ensure that training focuses on occupations with strong job prospects.
- Ensure workforce development efforts are linked to economic development.
- Use technology to facilitate communication within the workforce development and labor exchange system.
- Define essential employability skills to set a standard for consistency in California's workforce development system.

- Enable regional economies to drive the workforce system.
- Build the skill sets necessary for an effective One-Stop system at the local level.
- Research and use technology to develop and implement statewide skills training.
- Promote workforce levels for basic community services in health, education and protection sectors.

Quality of Life

GOAL: Provide meaningful guidance to all persons seeking employment or training which will result in employment and self-sufficiency.

OBJECTIVES:

- Develop delivery systems through education and workforce preparation that nurture human potential and confidence.
- Establish standards for self-sufficiency and define a livable wage for Californians.
- Value all professions that provide necessary support functions (i.e. child-care workers, in-home health care) by supporting a livable wage.
- Build flexibility into the system to fully engage public and private sector partners and offer all Californians the opportunity to maximize their potential.
- Build linkages and support for transportation and child care services.

Collaboration

GOAL: Assure the collaboration of all partners toward the development and implementation of a mutually beneficial workforce development system.

OBJECTIVES:

- Encourage partnerships to meet the needs of two customers: employers and workers who need training, education and skill upgrades.
- Encourage “high-road partnerships” that establish productive institutional relationships between employers and unions.
- Establish a structure that works with existing governing bodies.
- Ensure efficient and effective data sharing between domains without sacrificing confidentiality.
- Develop incentives to drive collaboration at the local and State level.
- Engage the public, private, and education sectors, including community-based and faith-based organizations, in the local workforce investment system to meet customer expectations.

- Improve access to services for employers and participants by breaking down institutional barriers between the various entities to create a seamless delivery system.

Inclusion of Various Populations

GOAL: Assure the workforce investment system identifies and meets the needs of populations with multiple barriers to employment.

OBJECTIVES:

- Assure universal access for all of California's youth, job seekers, adult workers and employers.
- Address the many languages spoken in California by developing a workforce investment system that nurtures multicultural strengths and addresses multicultural needs.
- Assure that the workforce development system is accessible and useable by persons with disabilities.

Regional and Local Accountability

GOAL: Develop state, regional and local strategic planning, evaluation and accountability systems that advance the State's workforce development system. Create a more accountable workforce investment system by constructing performance measures that 1) reflect outcomes; 2) incorporate principles of continuous improvement; and 3) relate to goals.

OBJECTIVES:

- Build in flexibility to ensure that State and local delivery systems respond to local and regional needs.
- Define roles and responsibilities of local and state boards.
- Build an accountability system that is data driven, outcome based; and, where appropriate, builds upon existing accountability structures.

Education / Youth

GOAL: Develop a comprehensive youth workforce development system that links local community, youth development, and education stakeholders.

OBJECTIVES:

- Develop outreach/recruitment systems to ensure that all youth have the opportunity to access an education and career path that leads to a productive future.
- Encourage and sustain California's entrepreneurial spirit by developing a delivery system that enhances confidence needed to succeed.
- Engage the education system in workforce development by connecting school to work.
- Promote career paths by encouraging pre-apprenticeship programs that engage youth.

Maximize Employment Potential

GOAL: Develop statewide and local systems that encourage self-sufficiency by 1) ensuring that all those who work or are willing to work have access to job and placement opportunities leading to at least a minimum standard of living; 2) minimizing non-economic factors that impede participation in the workforce; and, 3) recognizing the contribution to California of all persons who work or seek to improve their skills through training and education.

OBJECTIVES:

- Assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low wage workers in moving up the job ladder by developing a wage progression strategy for low-income workers.
- Incorporate a move-up strategy within identified segments of the workforce development system to continuously improve the knowledge and skills of every person in the labor force and ensure opportunities for career development and increased earnings.
- Encourage training and education to allow for career growth and upward mobility for incumbent workers especially the working poor, by focusing on career ladders, job mobility, and life long learning.
- Establish a structure that provides training in core skills to fit into various occupations.
- Increase access to employment training opportunities by developing necessary support services such as transportation and child care, especially for "after-hours," week-end, and extended-hour availability.

California Workforce Investment Board

Response to Department of Labor

Capacity Building Strategic Plan

This plan provides an overview of the California Workforce Investment Board's strategy for workforce investment capacity building over the next three years. Capacity building is defined as the systematic improvement of job functions, skills, knowledge and expertise of the personnel who staff workforce investment systems in California. The strategic plan addresses what California's workforce investment partners must do to successfully carry out its mission and achieve the vision for capacity building within the State's workforce investment system.

Mission

The mission is to promote a capacity building system that effectively connects people, learning and work.

Within this context, the capacity building system comprises several elements. These include a comprehensive curriculum of training topics related to workforce investment requirements and effective practices. Technical assistance is another key component of the system that may take many different forms. Also, system resources will be clearly identified in conjunction with assessing capacity building needs for different target audiences.

Vision

California will have a statewide capacity building system that is both inclusive and responsive to partner needs within workforce development communities.

To achieve this vision will require the active participation of all of the workforce investment partners in California, including most state workforce development programs and Workforce Investment Act partners, including the 19 mandated One-Stop participant agencies. We will need to develop systems that allow for communication among all partner members to ensure that their training needs are met.

Values

Quality:

Quality capacity building products will be developed including training, technical assistance and information resources for California's workforce investment system.

Customer-driven:

A customer-driven system of capacity building will be established that will include teamwork for obtaining input from our partners in the development and delivery of all capacity building efforts.

Timely:

Timeliness in the development of capacity building products will be paramount so that our customers receive the information they need to conduct their work effectively.

Flexible:

Flexibility must be incorporated into the capacity building products to ensure they are adaptable to a variety of training venues for our partner agencies, whether urban or rural, large or small.

Continuous Improvement:

Continuous improvement will be incorporated into every product developed to ensure that capacity building efforts remain current in a changing workforce investment system.

Goals and Objectives

GOAL 1: Provide technical assistance for workforce development programs supported by federal workforce investment funds.

OBJECTIVES:

1. Provide technical curricula for WIA compliance topical areas.

By December 31, 2000, provide training on ten technical compliance topics for 5,000 customers.

For Program Year 2000-2001, develop and provide training for six additional compliance topics for 3,500 customers.

For Program Year 2000-2001, provide additional training for six “effective practices” topics for 2,500 customers.

2. Develop information infrastructure to support capacity building efforts.

The WDB will communicate information about workforce development capacity-building efforts to stakeholders and customers in a variety of ways.

- Publish a monthly newsletter

- Maintain a calendar of events
- Develop and maintain of a common web site devoted to workforce development capacity building activities and information
- Jointly plan capacity building efforts
- Develop needs assessment surveys to gather customer feedback and assess needs
- Establish and facilitate a workgroup of partner agency representatives to coordinate and plan capacity building efforts.

The State Board is sponsoring a Feasibility Study Report (FSR) for the establishment of common electronic media. Capacity Building will be a key component of the FSR.

GOAL 2: Fully assess California's capacity building needs and resources.

OBJECTIVES:

1. Maintain a consistent dialogue with customers through focus groups, work group meetings and surveys.
2. Identify training requirements at several different levels: supply and demand, marketing, delivery methods, volume, timing and training content.
3. Identify specific learning objectives for individual training competencies.
4. Identify Technical Assistance and Training Resources.

In conjunction with our partners, the WDB will identify available capacity building resources throughout the State to coordinate service delivery. Partner agencies include the California Workforce Association, the Department of Labor Employment and Training Administration, and WIA-funded programs such as Local Workforce Investment Areas (LWIAs), the California Department of Education, California Community Colleges, the California Department of Social Services, etc.

5. Work with the State Workforce Investment Board to develop a state policy regarding the use of WIA funds for capacity building purposes.

GOAL 3: Develop alternate training methods to increase training opportunities within existing resources.

Alternative training methods will need to be explored and adapted in a manner that continues to provide quality customer service and fulfills the Department's responsibility as the administrative entity for WIA.

OBJECTIVES:

1. Increase the number of training opportunities by providing training in larger forum settings. Develop regional forums and alternate instructional methods to provide additional training opportunities, wherever possible.
2. Explore alternate training modalities:
 - a) CD-ROM Applications: The Missouri Training Institute, in conjunction with the Employment and Training Administration (ETA), has developed CD-ROM training applications under JTPA. Some training topics under WIA may be addressed through this fashion. Distribution costs are low, but updating content can be expensive.
 - b) On-Line Learning: Models using this concept include Internet-Based training sites, and interactive training models. Such models are resource-intensive for staff preparation (dialogues are scripted and programmed). Simpler approaches may be desirable, (e.g., on-line learning guides, on-line informational resources). Updating content may be accomplished more quickly and less expensively than with CD-ROM.
 - c) Q&A/Help-Desk: Under the JTPA Amendments, this approach was used to quickly convey technical program information to large groups with some success. Under WIA, several topics may be suitable for this approach. There is an accompanying hidden cost associated with this model to structure responses and catalogue information to construct appropriate policy guidance.
 - d) Video/Audio Replication: This has been accomplished with some success. However, this method is also resource-intensive at the front end for scripting and editing, and updating content can be concomitantly expensive.
3. Define and develop effective training strategies to balance customer needs against available resources and technology.
 - Defer “best practices” and soft skills training to focus on administrative and critical compliance requirements.
 - Break down training topics into training “bits” that allow for a customized, modularized approach.
 - Base learning objectives on staff competencies as opposed to general knowledge.
 - Wherever plausible, replace personal instruction with more efficient, alternate strategies.

GOAL 4: Establish and Maintain Partnerships

Collaboration and partnership are key elements in providing high quality training services. With the assistance of the State Workforce Investment Board, the EDD/WID will work with representatives of the Employment and Training Administration and the California Workforce Association to assure that our joint effort effectively addresses WIA program issues, appropriate guidance and concerns. Coordination will further ensure that limited resources are efficiently administered. This will include joint planning efforts and sharing the workload in providing timely, consistent training products. This approach may also involve staff resources at the local level in order to expand training opportunities.

OBJECTIVES:

1. Work with State agency stakeholders will develop a coherent capacity building plan for workforce development programs.

These stakeholders include:

- The U.S. Department of Labor's Employment and Training Administration, Region VI
- The U.S. Department of Labor's Veterans Administration
- The California Department of Education (CDE)
- The Chancellor's Office, California Community Colleges
- Employment Development Department
- The California Department of Social Services (CDSS)
- The California Department of Mental Health
- The California Department of Aging
- The California Department of Industrial Relations
- The California Department of Rehabilitation
- California Department of Alcohol and Drug Programs
- California Trade and Commerce Agency
- The California Workforce Association (CWA)
- The California Association of Private Postsecondary Schools
- Bureau of Private Postsecondary Vocational Education

At the State level, the Workforce Development Branch, Employment Development Department (EDD) has the responsibility to administer many operational aspects of the WIA. Internal EDD partners include the Labor Market Information Division, Job Service Division, and Governor's Committee for Employment of Disabled Persons, Veterans'

Employment Service, and the Unemployment Insurance Division. In addition, the EDD coordinates its activities and functions with several other Departments, the California Health and Human Services Agency and the U.S. Department of Labor's Employment and Training Administration (national office and Region VI). Coordination occurs when several external organizations and associations deliver services to local areas including the California Association for Local Economic Development (Cal-ED) and the Employment Training Panel.

At the local level, partners and customers include Local Workforce Investment Areas, One-Stop partner agencies including representatives from the agencies listed above, local school districts, Regional Occupational Programs and Centers (ROP/C's), faith-based organizations, community-based organizations and local training providers.

Challenges

Increased demand

Under WIA, the target training audience has significantly expanded, requiring a shift in business operations pertaining to training. Under JTPA over the last few years, an annual average of over 3,000 local practitioners received training. Under WIA, the potential training audience is expected to, at minimum, triple in size. Several factors are responsible for this increase.

- WIA, as a new workforce program, has several new program components that were not part of JTPA. Examples include components such as Individual Training Accounts, the Eligible Training Provider List, and universal access.
- While several WIA program components are somewhat similar to JTPA (e.g., performance standards and measures), there are significant changes. For example, under JTPA there were six performance measures with associated incentives and sanctions. Under WIA, there are 17 separate performance measures with an entirely different, longer-term measurement system.
- Under WIA, the service delivery system is exclusively operated through the local One-Stop centers. With JTPA, approximately half of the Service Delivery Areas operated "in-house" programs. This change represents a significant increase in the number of service points for the WIA program with related staff training issues. For example, in Sacramento, the Sacramento Employment and Training Agency (the former Service Delivery Area) now operates 17 One-Stop centers under WIA.

WIA reporting requirements

In addition to quarterly and annual aggregate reports, WIA requires an individual electronic record for each customer served. This is the WIA Standardized Record Data (WIASRD, pronounced "wizard"). Under WIA, as under JTPA, financial data are reported both quarterly and annually. However, participant data were reported only

annually under JTPA, while WIA requires quarterly participant reports. These reports will be aggregated at the national level to determine whether the State has met performance criteria, including whether California will share in the \$100 million available for incentive grants nationwide.

Failure to meet performance criteria will result in sanctions. Under JTPA, funds for incentives and technical assistance were allotted to each state, and states determined how those funds were to be distributed at the local level, based on performance. The stakes are much higher now, and this priority must be recognized in developing technical assistance strategies.

**California Workforce Investment Board
Response to Department of Labor
Comprehensive Youth Services**

“The State Board will develop a strategy for meeting WIA’s provisions regarding youth program design, providing comprehensive youth services, and assisting youth with special needs or barriers to employment. This strategy will address maximizing the effective use of resources and State level partnerships to create a more comprehensive workforce investment system to serve eligible youth. The State Board will complete this activity by December 31, 2000.”

Source: Department of Labor (DOL) correspondence to the Honorable Gray Davis, June 29, 2000.

The State Board will provide a forum for the development and implementation of a collaborative, inclusive, and flexible youth service strategy for California. Success is dependent on active public, private, and local partnerships in developing a comprehensive statewide youth program.

A mission statement for California’s youth services strategy, based on input from partners in workforce development, voices the following goals:

The State shall have an integrated education and workforce preparation system which will provide youth with the opportunities to achieve career goals, prepare them for life long learning, and allow them to successfully compete in the labor market.

California Workforce Investment Board Leadership Role
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California has adopted a strategy that builds on the strengths of the State Board and the expertise of State and local partners.

Two State Board Committee efforts have been established to strategize youth services on an ongoing basis. The Operations Committee was designed to bring together chief workforce policy-makers in State government including the Secretary of the Health and Human Services Agency; the Director of the State Department of Rehabilitation; the Director of the Employment Development Department; the Superintendent of Public Instruction; the Chancellor of the California Community Colleges; the Director of the Department of Social Services; and the Secretary of Trade and Commerce. These individuals directly influence state policy with regard to youth services as well as other facets of workforce investment.

The Operations Committee will identify barriers to comprehensive youth services and employment for the purpose of fostering the development of services to fill these gaps. This Committee further brings together the expertise and the resources to facilitate staff capacity building for both State level administrators and local youth providers. Finally, the Operations Committee members are developing a strategy for a long range State partnership to identify adequate resources for workforce development including youth services. With the realization that early intervention services to assist youth with barriers to employment are a wise public investment, it will also develop service delivery solutions for special target groups. Because services are often needed from several agencies and programs, policies to assure effective coordination are being established.

Bringing in the expertise of labor and private business, the Local, Youth, and Special Needs Subcommittee has been established as a working group of the State Board Economic Analysis, Planning and Systems Development Committee. This subcommittee considers youth workforce development issues on an on-going basis and provides a statewide forum for local and youth oriented concerns. The subcommittee also identifies barriers to providing youth services; assists the Operations Committee in identifying gaps in service to youth with special needs; and provides recommendations for youth services and standards.

The Operations Committee is working jointly with the Local, Youth and Special Needs Subcommittee to identify components for a comprehensive youth plan for the State, including targeting youth with barriers to participation and employment and identifying potential solutions. Their charge is to develop strategies and recommendations for the State Board in general to adopt as policy for youth service delivery within the context of the overall State vision and goals for workforce investment.

Finally a State and local youth partner workgroup has met on an ad hoc basis to consider elements of a strategic plan for comprehensive youth services for California. It assisted in the development of both the initial, Abbreviated Youth Plan for the State, as well as the integrated youth strategy in response to the Department of Labor. An expanded workgroup comprised of representatives from each of the State WIA partner agencies, Local Workforce Investment Board staff, local school districts, and other organizations serving youth will be formalized. The Interagency Youth Network (IYN) will be developed to provide the State Board with expertise in customer service and youth issues. The Network will bring to the table, customer service expertise and understanding of youth issues and concerns and will make recommendations for consideration by the Operations and full Economic Committees.

Information Sharing

The State Board has placed a priority on continuing to provide leadership for the provision of high quality youth services throughout California and maintaining a continuum for effective communication. The State Board, with input from the IYN, will provide oversight and guidance to three major efforts underway to develop comprehensive youth services on a statewide basis:

1. Forums for information sharing at both the State and local level including plans for a Statewide Youth Conference and additional events for increasing the statewide knowledge base with regard to both youth services and general youth development;
2. Creation of an interactive youth web site including linkages to direct service providers; information and communication linkages for youth customers; and statewide youth advocacy organizations;
3. Dissemination of Best Practices information to be shared through print and electronic media as a mechanism for both information-sharing and capacity building efforts to further promote the continuous improvement of youth service elements.

The purpose of these efforts is listed below:

- 1) To increase knowledge of youth providers and services and to more effectively market quality services for youth;
- 2) To develop strategies for continuous improvement of the system while working to overcome barriers to information and data-sharing among the programs which serve youth;
- 3) To create a forum for local youth council capacity building;
- 4) To inform youth about youth service providers and services.

Local Flexibility and Control

The formation of youth councils at the local level and local plan content reflect a variety of approaches to comprehensive youth program design elements. Local Plan content provides concrete examples, not only of how the partners may interact in planning comprehensive services, but also of how California may meet the goals of both the State Board and WIA in general. A consistent theme is the importance of the youth council's role in making sound youth policy recommendations to Local Boards as well as recommendations for both local plan and MOU amendments, and for youth provider funding. A strategy for both

consistent information sharing and for local flexibility is to share Best Youth Practices with all Local Boards. Another strategy is to link WIA Best Practices for youth with educational standards where applicable and to look at statewide youth development policy within this venue.

Local areas also describe a variety of connections between youth services and local One-Stop systems as illustrated below:

- Development of career resource libraries for youth within physical, One-Stop sites;
- Youth field trips to One-Stops from local schools with participation of instructors and school administrators;
- Hiring of youth specialists or youth counseling staff;
- Creation of labor market or career development information for youth;
- Creating a “draw” for neighborhood-based youth in the form of after school programs, community service or programs emphasizing the arts or recreation;
- Situating One-Stops at middle or high-school sites;
- Creating linkages with neighborhood-based youth community efforts (Boys and Girls Clubs or Salvation Army recreation programs as examples);
- Building cross-training and joint marketing into the One-Stop system with Job Corps and other national programs.

Assisting Youth with Special Needs or Barriers to Employment

A key element for both State and local planning efforts has been the identification of youth with barriers to employment and the strategies within One-Stop systems to serve them. In terms of comprehensive policy, the State Board will work to systematically change the traditional way categorical programs provide services to ensure access not only in terms of geographical or physical capacity, but also through the simplification of definitions, eligibility criteria, and application processes. At-risk youth with special needs or barriers within the context of WIA service strategies include:

- “Younger” youth (aged 14-18);
- “Older” youth, aged 19-to-21;
- In-school youth;
- Out-of-school youth (for which 30% of local youth funding must be expended)
- High school drop-outs;
- Foster care youth;
- Incarcerated or probationary youth;
- Limited English Speakers;
- Refugee youth or youth from immigrant families;
- Youth with physical or mental disabilities including learning and psychiatric disabilities;

- Inner-City youth, impacted by higher crime rates and urban blight;
- Rural youth with the need for increased transportation and information access assistance;
- Pregnant and parenting teens;
- Illiterate youth or youth with other educational deficits;
- Substance abusers or survivors;
- Homeless youth;
- Emancipated youth.

Effective Use of Resources and State Level Partnerships

Starting with the State Board and its committee structure and resources, the shared vision for addressing the many needs of youth with barriers must include the bigger picture when it comes to stakeholders within youth communities. At the State level, a number of partnerships exist to address some of the specific barriers listed above. Many of these programs serve more than one group as reflected in the brief descriptors following each program. While these are considered State level partnerships, each has local outlets toward the service of the populations above through local One-Stop systems. California brings forward the program resources below at the outset:

DEPARTMENTS INVOLVED	PROGRAM OR SERVICE
Department of Rehabilitation (DOR)	<ul style="list-style-type: none"> • Rehabilitation Services: Vocational services to eligible youth (and adults) with disabilities necessary to obtain, retain, maintain, or promote in employment; • Collaborative Transition Services: In collaboration with Local Education Agencies, programs such as Transition Partnership Programs and Workability II, III, & IV which serve high school, college, and out-of-school youth with disabilities by providing transitional and employment services.
California Department of Social Services (CDSS)	<ul style="list-style-type: none"> • Cal-Learn: Provides intensive case management to pregnant and parenting teens who must attend school while receiving CalWORKs cash assistance;

DEPARTMENTS INVOLVED	PROGRAM OR SERVICE
	<ul style="list-style-type: none"> • CalWORKs: California's TANF program, providing cash assistance and employment and training services to assist families on aid including youth successfully attending school; • Foster Care/Independent Living Program: Provides services and support to youth in foster care including employability preparation. The goal is to provide eligible current and emancipated foster youth aged 16-to-21, with the necessary skills and support to facilitate a more successful transition to self-sufficiency. Service goals focus on educational and experiential learning. Services include occupational training and college prep, financial aid, scholarships, housing, health issues assistance, and money management.
California Department of Education (CDE) and Employment Development Department (EDD)	<ul style="list-style-type: none"> • School-to-Career: Links academic & occupational learning; targets multiple high-school populations; includes technological learning modules.
CDSS and EDD	<ul style="list-style-type: none"> • Welfare-to-Work: Provides transitional employment services to CalWorks recipients; non-custodial parents; and young adults who have received foster care and custodial parents below the poverty level.
CDE	<ul style="list-style-type: none"> • Carl D. Perkins Vocational and Technical Education Act: Targets high-school students and young adults through articulated comprehensive assessment, occupational education, basic skills, academic learning and employment preparation. • Regional Occupational Programs and Centers (ROP/Cs): Targets high school students and out-of-school young adults, for vocational skills training combined with "community classroom" internship modules in multiple demand occupations.

DEPARTMENTS INVOLVED	PROGRAM OR SERVICE
CDE (Continued)	<ul style="list-style-type: none"> • Communities in Schools; Cities in Schools: School-based collaboratives with local business and community organizations creating the effect of educational “one-stop” linked with business academies. Includes provision of support services and health services on-site. • Teen-Parent Program: On-site programs at alternative and traditional high schools, combining educational attainment with parenting skills, on-site child care, and transportation assistance where possible. • CalWORKs Collaboratives: Campus partnerships often involving the ROP program, where CalWORKs recipients receive academic counseling, case management, and curricula enhancements leading to short-term, concentrated basic skills and vocational training. • Drop-Out Recovery: Often combined with Adult Education, high schools receive incentives for finding truant youth and bringing them back into the educational system through traditional or alternative models. • Alternative Education: After hours, weekend classroom, and independent study for youth unable to function with success in traditional high school setting. • WorkAbility II and III: Serves high-school youth with disabilities.
Chancellor’s Office, California Community Colleges (COCCC), and Local Community College Districts	<ul style="list-style-type: none"> • Carl D. Perkins Vocational and Technical Education Act: Supplemental federal funds for the improvement of occupation programs otherwise funded by the State. Includes a separate title to fund consortia of Tech Prep programs, which are articulated career pathways that begin in high school and result in a community college degree or certificate.

DEPARTMENTS INVOLVED	PROGRAM OR SERVICE
	<ul style="list-style-type: none"> • CARE Collaborative for on-site childcare for parenting students. • Extended Opportunity Programs and Services (EOP&S): Academic support, counseling, and financial aid including Cal Grants and Pell Grants for income-eligible students. • Disabled Students Programs and Services (DSP&S): Supportive services for eligible students with disabilities to have equal access to community college educational opportunities. • Apprenticeship Programs: Related and supplemental classroom and/or lab instruction for registered apprentices. • Distance Learning Projects: Computerized “classroom” training utilizing technology and sometimes television media to bring basic and occupational skills training to locations outside the college locale; i.e. into businesses, One-Stops, or other school settings. • Contract Education: Customized classroom training for employers, designed to upgrade skills of incumbent workers. Usually not credit. • AmeriCorps: National service program linking schools with community need, tutorial services, literacy, and mentoring. Participants agree up-front to a number of hours of service, and the program provides an educational award at completion which may be used for future educational expenses. • CalWORKs: Campus partnerships targeting CalWORKs recipients generally providing academic counseling, case management, and curricula enhancements leading to short-term, concentrated basic skills and vocational training.

DEPARTMENTS INVOLVED	PROGRAM OR SERVICE
COCCC and Local Community College Districts (continued)	<ul style="list-style-type: none"> • WorkAbility IV: Provides job search and placement in conjunction with the Department of Rehabilitation for students with disabilities.
COCCC & CDE	<ul style="list-style-type: none"> • Tech Prep: Articulated program combining high school completion with occupational education.
California Dept. of Corrections (CDC), CDE, and Inmate Programs Unit	<ul style="list-style-type: none"> • The Incarcerated Youth Offenders Program (IYO): Three-year grant for Workplace and Community Transition Training for offenders age 25 and under, with five years incarceration or less. Funds are used to assist inmates to acquire functional literacy, life, and job skills through the pursuit of academic or vocational education. Employment counseling continues through first year of parole. Program available through 12 prison facilities throughout California.
California Department of Industrial Relations, Apprenticeship Standards	<ul style="list-style-type: none"> • Oversees many pre-apprenticeship and vocational programs targeting high school and out-of-school youth as well as college students engaged in learning occupations in the trades. Works with labor councils and labor-management groups to develop new programs for apprenticeship. Provides information to youth and to programs serving youth on work permits and other regulatory information involving youth workers.
California Health and Human Services Agency: Dept. of Alcohol and Drug Programs; Dept. of Mental Health; EDD	<ul style="list-style-type: none"> • Youth Development and Crime Prevention Demonstration Model: Coordinated and comprehensive services for youth engaged in, or at high risk of, committing juvenile crime. Services also available for families to promote support for at risk youth. Linkages with juvenile probation, and drug courts, mentoring, schools, child welfare, and local health systems are vital to program success.

The chart below reflects proposed flow relative to the development of workforce investment policy on youth.

